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ABSTRACT

A project developed 10 learning activity packets (LAPs)--3 for Recreation/Tourism and 7 for Human Relations Skills. These LAPs were for use in high schools, vocational-technical centers, and community colleges and for teacher preservice and inservice staff development activities. The LAPs were produced by a team of Marketing and Distributive Education Specialists following the guidelines and format established by the Interstate Distributive Education Curriculum Consortium (IDECC). LAP writers prepared multiple behavioral objectives; included a minimum of two individual and two group learning activities, using both in-school and out-of-school resources; listed instructional materials required for teaching the LAP; and developed tests, test keys, a glossary, and a learning manager's guide. The three Recreation/Tourism LAPs addressed the functions of Communications, Human Relations, and Selling within the context of preparing workers for jobs in these industries: Airlines, Car Rental, Cruise Ships, Tourist Attractions, and Travel Agency. The seven Human Relations LAPs addressed the generic functional areas within the current IDECC System's Human Relations category of Personal Development, Professional Development, and Customer Contact. (Following the six-page narrative and a bibliography are extensive appendixes, including the project proposal, competency statements, a paper detailing LAP development processes, check points in writing IDECC LAPs, and correspondence.) (YLB)

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ED252705

FINAL REPORT

Marketing and Distributive Education Curriculum Development Report

Project No. 501-2V00-?1E11

From: December 31, 1981 to June 30, 1982

Competency Based Curriculum Development

Writing LAP's for Tourist Related Jobs - Marketing and Distributive Education (01-1530-083)

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Dr. Leroy M. Buckner, Projector Administrator

Dr. Ervin A. Emery, Jr., Project Coordinator

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The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgments in the conduct of the project. Points of view of opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

ACKNOWLEDGMENTS

The project, Developing a Competency Based Curriculum for the Recreation and Tourism related industry and Human Relations Skills, was completed with the help of nine Florida Marketing and Distributive Education teacher-coordinators. These teacher-coordinators, functioning as curriculum writers, produced ten Learning Activity Packets which will not only be used in Florida for training workers in the Recreation and Tourism Industry and Human Relation Skills but will be used throughout the United States as part of the nationwide network of school districts which subscribe to the IDECC Syscem. These Florida teacher-coordinator writers are:

Name	School	County
Ms. Karen Leonard	Cape Coral High School	Lee
Ms. Melanie J. Parks	New Smyrna Beach Sr. H.S.	Volusia
Mr. Paul Ricker	Broward Community College	Broward
Mrs. Leona A. Kittle	Oak Ridge High School	Orange
Mrs. Mary Tranquillo	St.Petersburg Jr.College-Clearwater Campus	Pinellas
Mr. Walter Wisnicky	(Formerly with Indian River Community College)	St. Lucie
Mr. Gus Kouremetis	University of South Florida	
Mr. Joseph Derry	Palm Beach Gardens H. S.	Palm Beach
Dr. Ervin A. Emery, Jr.	Florida Atlantic University	

We appreciate the contributions made by the above-mentioned persons plus students enrolled in the course "Methods, Distributive Education" at Florida Atlantic University. In addition, we would like to thank their local supervisors and administrators who graciously released them from their classroom duties in order to participate in this project. (Appendix A)

APPENDICES

A. Supervisors/Administrators of Marketing and Distributive Education Teacher-Coordinators

B. Project Proposal

C. Competency Statements for 1982

D. Workshop Agenda

E. 1982 - LAP Development Processes

F. 1982 - Check Points in writing IDECC LAP's

G. 1982 - Basic LAP Components/Organization

H. Objective Evaluation

I. Letters to Administrators/Supervisors (Example of one letter)

J. Letters to LAP Writers

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ABSTRACT

This project concisted of two parts, Recreation/Tourism Industry LAP's (See Appendix C Competency Statements 8, 9 and 10), and Human Relations Skills LAP's (See Appendix C Competency Statements 1 through 7.) Ten LAP's in total were written for The Interstate Distributive Education Curriculum Consortium (IDECC.) This 1981-82 project was the fourth and final installment of LAP writing for the Recreation/Tourism Industry. Over the past three years, a total of twenty-three Recreation/Tourism Industry LAP's were written, along with other generic LAP's for IDECC as Florida's in-kind contribution to the consortium. The Recreation/Tourism component (3 LAP's) addressed the functions of Communications, Human Relations and Selling within the context of preparing workers for jobs in the following industries: Airlines, Car Rental, Cruise Ships, Tourist Attractions, and Travel Agency. With this final LAP writing completed in Recreation/Tourism we can say that all the technical functional areas of the industry are covered, and workers will be prepared for 24 basic entry level and career positions within the Recreation/Tourism industry.

The Human Relations LAP writing (7 LAP's) addressed the generic functional areas within the current IDECC System's Human Relations category of Personal Development, Professional Development and Customer Contact. (See Appendix C) Every five years IDECC re-evaluates competency statements and when necessary re-writes the LAP's to update the curriculum. Human Relations LAP writing was part of IDECC's re-writing processes and a part of this project.

The LAP's were produced by a team of Marketing and Distributive Education Specialists, under the supervision of a Project Coordinator, following the guidelines and format established by the Interstate Distributive Education Curriculum Consortium, with assistance from Florida's Center for Studies in Vocational Education.

INTRODUCTION

Marketing and Distributive Education is involved in a continuing process of developing learning materials that implement the competency based approach to instruction. In accordance with the Interstate Distributive Education Curriculum Consortium (IDECC), learning activity packets (LAP's) have been developed over the years, to be used as the primary learning materials for training students in marketing careers.

This project developed ten LAP's; three LAP's for Recreation/Tourism and seven LAP's for Human Relations Skills. Initially, research identified the tasks to be performed and the competencies needed by employees in IDECC's occupations bank of data. Refinement of the competencies for use in LAP's was done by the Research Division of IDECC. The Florida LAP writers were given the clustered competencies and the sequencing of the LAP's from IDECC. The LAP writers developed behavioral objectives, learning activities, instructional materials, tests and test keys to support the objectives of each LAP. The specific objectives of the project were:

1. to write behavioral objectives for each LAP competency statement,
2. to write learning activities for each LAP,
3. to develop instructional materials in support of the objectives of each LAP,
4. to write tests and test keys for each LAP, and
5. to write a learning manager's guide for each LAP.

It is estimated that approximately fifteen thousand students enrolled in Marketing and Distributive Educational courses in high schools, vocational-technical centers, adult education centers, and junior/community colleges in Florida will benefit from the availability of these learning materials. Subsequently, students in the thirty-three member states of IDECC will also have access to the materials.

METHODS

The project proposal stipulated that the completed project was to be delivered by June 30, 1982. The project was a LAP writers' project, with the delivery of ten LAP's to IDECC within the calendar year of 1982. Letters to writers (Appendix J) and Administrators (Appendix I) were sent prior and during the project for information and approved participation. The ten LAP's were sent December 8, 1982, to IDECC. The writers' methodology is as follows:

Writers' Workshop (Appendix D) -- January 25-26, 1982

This was an orientation and writing session. All materials from IDECC were distributed to the writers (Appendix C). All materials from prior phases of the project were reviewed and discussed with the following objectives addressed:

- Competency clustering (Appendix C)
- Development of Objectives (Appendix E)
- Competency Interpretations (Appendix F)
- LAP Content Development (Appendix F)
- LAP Application Exercises (Appendix F)
- LAP Evaluation Materials (Appendix F)
- Basic LAP Components (Appendix G)

During the two-day workshop, LAP writers had written and developed preliminary objective statements for each competency statement within a LAP. Further refinement of the objective statements and the actual LAP writing took place at each writer's local community. This allowed the maximum use of resources without the necessity of Florida's purchasing multiple sets of materials.

Field LAP Development -- January 27 through May 15, 1982

1. The Project Director working on an individual basis with each LAP writer reviewed and answered any questions on the writing of the material.

2. The final objectives for each LAP were put through a review process as follows:

   - Each LAP objective written by the writer was evaluated using a standard form (Appendix H) by the following people:

     Dr. James Gleason - IDECC Executive Director
     Dr. Ervin L. Emery, Jr. - Project Coordinator
     Ms. Betty Bogusch - Project Manager
     Ms. Karen Leonard - Project Consultant

Field LAP Development -- January 27 through May 15, 1982 (cont'd.)

- A majority agreement of the evaluation was achieved and writers were asked to re-write the objective(s) as needed (See Appendix F).

3. The LAP writing process was divided into two parts - student section and teacher section or Learning Manager's Guide. After each part was written, the writers submitted their rough draft to Dr. Emery. Using the evaluation comments supplied, the writer(s) adjusted the LAP accordingly. The following schedule was set to complete the project:

   a. LAP's from each writer were due April 20, 1982.

   b. Final revision of LAP's, May 15, 1982.

   c. Final editing of LAP's, June 15, 1982.

   d. Printing and delivery of LAP's, June 30, 1982.

(Note: IDECC extended date for delivery of completed LAP's until December 31, 1982, due to a backlog of work at IDECC.)

Additional Commentary and Clarification of Methodology

Prior to the Orientation and Procedural Workshop, materials were identified that could be used by the writing team members in the preparation of the LAP's. Ms. Betty Bogusch, a Project Manager connected with The Center for Studies in Vocational Education, Florida State University, assumed the task of materials/information identification and collection. At the January 25-26, 1982 Orientation and Procedural Workshop, the materials were reviewed and explained to the LAP writiers. LAP writers were allowed to "check out" any materials they needed for the preparation of the LAP's.

PROJECT OUTCOME

All objectives as stipulated in the project proposal were accomplished. Nineteen competencies, derived from the IDECC list of competencies essential to Recreation/Tourism and Human Relations Skills, were clustered to form the basis for the ten learning activity packages. The LAP's were sequenced into existing areas of:

Recreation/Tourism

a. Communications

b. Human Relations (industry specific)

c. Selling

Human Relations

a. Personal Development

b. Professional Development

c. Customer Contact

Writers prepared multiple behavioral objectives for each LAP. A minimum of two individual and two group learning activities, using both in-school and out-of-school resources were included in each LAP. All instructional materials required for teaching the LAP's were either listed or contained in the LAPs, Pre-Tests with Keys and Post-Tests with Keys are also included. A glossary for each LAP concludes the learning activity. Finally, the learning manager's guides, in the form of instructions to the teachers, are contained in each LAP.

RECOMMENDATIONS

A continuance of the LAP writing projects is highly recommended. This recommendation is made for the following reasons:

1. LAP writing assists teachers in implementing competency based instruction within their respective M & D E programs.

2. LAP writing is a method of developing additional teaching skills.

3. LAP writing is part of staff development processes for teachers.

4. LAP writing allows teachers to think through units of instruction and have to implement the curriculum.

5. LAP writing allows teachers to make the transition from curriculum development theory to practical application of this theory.

It is for the above reasons that we recommend further and future funding of LAP writing projects through the IDECC group.

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APPENDIX A

Supervisors and Administrators of Marketing and Distributive Education

Personnel Who Served as LAP Writers

Teacher	Supervisor/Administrator
Ms. Karen Leonard	Mr. Ray V. Pottorf, Superintendent of Schools, Lee County
Mrs. Mary Tranquillo	Dr. Carl M. Kuttler, Jr., President, St. Petersburg Jr. College
Mrs. Leona A. Kittle	Mr. James L. Schott, Superintendent of Schools, Orange County
Ms. Melanie Parks	Mr. Raymond G. Dunne, Superintendent of Schools, Volusia County
Mr. Paul C. Ricker	Dr. A. Hugh Adams, President, Broward Community College
Mr. Gus Kouremetis	Dr. Pat Patterson, M&DE Teacher Educator, University of South Florida
Mr. Joseph Derry	Mr. Thomas J. Mills, Superintendent of Schools, Palm Beach County

APPENDIX B

Curriculum Development

Marketing and Distributive Education

a project by

Florida Atlantic University

submitted to

THE DIVISION OF VOCATIONAL EDUCATION

STATE DEPARTMENT OF EDUCATION

1.0 Problem Statement

1.1 Introduction

Marketing and Distributive Education uses a competency based approach to instruction. The Interstate Distributive Education Curriculum Consortium (IDECC) has been and is responsible for developing the knowledge, attitude, and skills into LAP's which will train people for careers in marketing and distribution.

Currently there are LAP's developed and in use covering more than 75 occupations. The need for this project is to continue developing new LAP's for an additional 24 occupations in five recreation and tourism related areas. We proposed that Florida develop the LAP's in the curriculum areas of Product/Service Technology and Human Relations.

Initial research has been completed which identifies the tasks and competencies needed by workers in 24 jobs in the recreation and tourism industry. Further refinement of the competencies was done by the research division of IDECC. As a stipulation for membership in IDECC, each member state of the 32 state consortium must develop LAP's in a specified area, using guidelines set forth by the IDECC curriculum development division. Florida's contribution to the IDECC for the year 1981-82 will be the development of specialized and general LAP's in Product/Service Technology and Human Relations areas for the 24 aforementioned jobs in five recreation and tourism industries. Those areas and jobs are:

Airline
- Flight attendant
- Flight attendant supervisor
- Customer service agent
- Resident sales agent
- Resident agent supervisor
- Marketing representative

Car Rental
- Car rental agent
- Car rental supervisor
- Station manager
- Marketing specialist

Cruise Ship
- Resident sales agent
- Group sales agent
- Resident Manager
- District Sales Manager

Tourism Attraction
- Cashier/receptionist
- General entry
- Operator
- Lead operator
- Supervisor
- Marketing specialist

Travel Agency
- Travel agent
- Travel counsel
- Marketing specialist
- Owner/Manager

In addition to products contributed, each member State making up the consortium must contribute other acceptable resources in the forms of money, field test services, or job tasks research. This project includes $5,625.00 for cash payment as membership dues plus $10,000.00 for in-kind product development cost.

2.0 Purpose of the Proposed Project

2.1 Project Goal

The goal of this project is to produce LAP's in the curriculum areas of Product/Service Technology and Human Relations for the 24 jobs identified in the recreation and tourism industries.

2.2 Project Objectives

The objectives of this project are:

2.2.1 to cluster competency statements

2.2.2 to place and sequency LAP's into appropriate curriculum areas

2.2.3 to write behavior objectives for each LAP

2.2.4 to write learning activities

2.2.5 to write instructional material to support objectives

2.2.6 to write tests and keys

2.2.7 to write Learning Managers Guide for LAP's

2.3 Target Population

The target population for this project is composed of approximately 12,000 students enrolled in Marketing and Distributive Education in high schools, vocational-technical centers, adult education centers, and community colleges in Florida. In

addition, students in Marketing and Distributve Education throughout the 32 states will have use of the curriculum materials. Florida's vocational teacher education program will have the materials for use in pre-service and in-service staff development activites.

3.0 Project Procedures

3.1 Timelines for the Proposed Project

The product of this project will be delivered on or before June 30, 1982, providing funds can be obtained and the project begun by November 1, 1981. The timetable is divided into four segments.

(1) A training workshop for approximately 12 potential writers to set out procedures and guidelines for developing the project. This project will be part of the IDECC instructional materials; consequently the current IDECC operational format must be presented to the writers. At this time, the clustering of competency statements, placing and sequencing of the LAP's, and the writing of behavioral objectives will be accomplished. (Project start before January 15, 1982).

(2) The writers will write learning activities and instructional material to support these objectives along with tests and test keys. (January 15 - March 15, 1982).

(3) The aforementioned materials will be reviewed and checked. (March 15 - May 15, 1982).

(4) The materials will be revised, if necessary, by the writers. A final editing will take place. The final copy will be printed.

Revision due date May 30

Editing June 15

Printing-Delivery June 30

The first phase of this project will operate for a maximum of fourteen weeks from approximately January 15, through May 1, 1982. These dates are dependent on release of funds and may have to be modified. The overall time frame will not change.

3.2 Generalized Project Model and Procedure

The generalized project model is a description of the major events which can be expected to take place in the project as follows:

3.2.1 a) An alignment of IDECC occupations in the 23 Distributive Program areas was completed and occupations within the USOE Instructional Program Code were identified.

b) Research was conducted to identify the tasks done by workers in 24 jobs in 5 areas.

c) Task and competency statements synthesized and validated by member States comprising IDECC.

3.2.2 The Marketing and Distributive Education program areas of the Division of Vocational Education (DVE) has selected these 24 jobs in 5 areas as priority items.

3.2.3 The Decentralized Instructional Materials Development projects (DIMD), located in the Center for Studies in Vocational Education, Florida State University, provided information and assistance in the preparation of this proposal.

3.2.4 Florida Atlantic University (FAU) submits this proposal to the Chief, Bureau of Research, Evaluation, and Dissemination, Division of Vocational Education, State Department of Education, c/o Knott Building, Tallahassee, Florida 32301, by November 1, 1981.

3.2.5 If DVE contracts with FAU for the project, the following statements are understood and compliance will be accomplished:

a) FAU will provide for coordinating of the project.

b) The local Project Coordinator at FAU will take responsibility for the project, and release of a sufficient amount of that person's time to insure proper administration of the project.

c) Advantage of existing meetings, conferences, planning days, etc. will be taken so as to cause a minimum of disruption to vocational

program, yet deliver the project or recommendations by the specified date.

d) Efforts will be made to improve procedures to accomplish project objectives.

e) Cost of the project to DVE will be held to reasonable limits.

3.2.6 The Division of Vocational Education supplies the names of potential committee members, while DIMD and FAU select and contact the individuals and their supervisors.

3.2.7 FAU will conduct an Orientation and Procedural Workshop during which the following will be accomplished:

a) Orientation of committee members to the project.

b) Orientation to the Procedures for IDECC curriculum development. The procedural handbook produced by IDECC includes all materials necessary to construct LAP's.

c) To insure complete understanding of the project and LAP format the writers will cluster the competencies, sequence into LAP's, and write behavioral objectives under the supervision of the project coordinator and the former Curriculum Specialist for IDECC, Inc.

d) During Phase II, the project writers will work in teams to write learning activities and any instructional materials necessary to support the objectives. Phase II will be complete when the tests and test key are constructed.

e) The project coordinator will review materials and work with individual teams to recommend revisions if necessary. (Phase III)

f) Phase IV, final writing by the project teams and editing and printing under the direction of the project coordinator.

4.0 Personnel

Each of the individuals selected for the project posses professional qualifications and experience that clearly demonstrate the qualities to bring the proposed project to a successful conclusion.

The professional-level personnel have been tentatively identified and a complete and up-to-date resume is enclosed. If personnel are to be hired subsequent to granting of the funds, the Division of Vocational Education reserves the right to disapprove the hiring of professional-level personnel when the professional experience and qualifications are seriously in question.

4.1 Local Project Director/Coordinator

The Local Project Director/Coordinator is responsible for the accomplishment of the project objective. This individual is responsible for planning activities and implementing them, using guidelines and instruments supplied by the Project Manager. The Local Project Director/Coordinator will provide the Project Manager with a written report on each committee meeting, as well as a final report and financial report.

The Local Project Director/Coordinator have recent experience in teaching and supervising teachers of Marketing and Merchandising, as well as demonstrated abilities in equivalent positions which require administrative and supervisory skills.

4.2

All positions listed in the budget which receive payment in this project, with the exception of the committee members, are listed in the personnel section with a job description.

5.0 Budget

The Division of Vocational Education will support approved projects with sufficient funds to accomplish the proposed objectives. However, contributions of resources by the Local Education Agency which can be applied toward the proposed project may make it possible for the Vocational Education Division to support other needed projects. It is understood that the Vocational Division will give special consideration to those proposals which show contributions by the requesting local agency.

Contributions by Florida Atlantic University are listed below:

1)	Administrative and Consultative Services of Dr. Leroy M. Buckner, Coordinator, Marketing and Distributive Teacher Education - 10% of time during duration of project - value	$2,000
2)	Consultative Service - Dr. Ervin A. Emery - 30% of time employed during project	$3,100
3)	Office Space and Equipment Storage.	$ 100
4)	Accounting, Recording, Payroll, etc.	$ 100
5)	Library materials equipment, service	$1,200
6)	Other facilities, materials, services not listed above. . .	$ 200
		$6,600

The assistance of Mrs. Betty Bogusch of the Center for Studies in Vocational Education was obtained to prepare the budget for this project.

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Project No._____

SCHEDULE I

INFORMATION FOR PERSONNEL COSTS

INSTRUCTIONS FOR COMPLETING SCHEDULE I

This schedule should include such costs as; salaries, employee benefits, OPS (Other Personal Services), and consultant fees.

Column 1 – Insert the title of the position of the personnel for whom salary is requested.

Column 2 – If paid by the month, insert the number of months each position listed in Column 1 will be employed during the current fiscal year. If paid by the hour, insert the number of hours each position will be employed during the current fiscal year.

Column 3 – Insert the total amount of salary which will be paid each position listed in Column 1 for the fiscal year.

Column 4 – Insert the amount of each position's salary listed in Column 3 for which Federal funds are being requested.

Column 5 – Insert the total amount of employee benefits (retirement, matching social security, insurance, or any other benefits paid by the employer).

Column 6 – Insert the sum of Column 4 and Column 5.

(1)	(2)	(3)	(4)	(5)	(6)
POSITION	MO/HRS SERVICE FOR YEAR	TOTAL SALARY FOR YEAR	SALARY REQUESTED THIS GRANT	EMPLOYEE BENEFITS	TOTAL COST (4 + 5)
Coordinator for Project - Dr. Ervin A. Emery (part-time)			1,200		1,200
Consultant-Ms. Karen Leonard-Honcrarium (For. Curriculum Specialist, IDECC,INC.) 2 days @ $150.			300		300
10 Substitute Teachers for writers - 2 days each @ $50.			1,000		1,000
Secretary (half-time)	4 mos.		1,000		1,000
Curriculum writers Honorariums - 10 @ $200.			2,000		2,000
				TOTAL	5,500

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SCHEDULE II

INFORMATION FOR TRAVEL EXPENSES

INSTRUCTIONS FOR COMPLETING SCHEDULE II

Column 1 – Insert the title of the position of the personnel for whom travel expenses are requested.

Columr. 2 – Insert the amount of travel expenses for each of the positions listed in Column 1 for which Federal funds are requested.

(1) POSITION		(2) AMOUNT REQUESTED
Staff, Consultant and Writers, Travel and Per Diem		3,000
	TOTAL	3,000

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SCHEDULE III

INFORMATION FOR MATERIALS AND SUPPLIES

INSTRUCTIONS FOR COMPLETING SCHEDULE III

Column 1 – Insert purpose for which costs are to be incurred.

Column 2 – Insert amount of federal funds requested.

(1) DESCRIPTION	(2) AMOUNT REQUESTED
Office Supplies	200
Purchase of instructional materials; books, guides, pamphlets, art work, etc.	1256
TOTAL	1456

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SCHEDULE IV

INFORMATION FOR CAPITAL OUTLAY

INSTRUCTIONS FOR COMPLETING SCHEDULE IV

Column 1 – Insert the quantity of the item to be purchased.

Column 2 – Describe the item so it may be easily identified.

Column 3 – Insert cost in appropriate column.

(1)	(2)	(3)		
QUANTITY	DESCRIPTION OF ITEM	COST		
		Equipment	A/V Materials	Other
	None			
	TOTAL			

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Project No. _____

SCHEDULE V

INFORMATION FOR OTHER EXPENSES

INSTRUCTIONS FOR COMPLETING SCHEDULE V

Column 1 – Insert purpose for which costs are to be incurred.

Column 2 – Insert amount of federal funds requested.

(1) DESCRIPTION	(2) AMOUNT REQUESTED
Xeroxing, duplicating, collating, processing of instructional materials developed	600
Telephone, postage	200
Membership payment (cash) as required for Florida to maintain status as active member in Interstate Distributive Education Curriculum Consortium (IDECC, Inc.)	5,625
TOTAL	6,425

APPENDIX C

IDECC
Competency Statements for 1982
LAP Writing

TOURISM RELATED OCCUPATIONS (as identified on the 1978 LAP Development sheet from IDECC).

LAP #10 to include Competency Statements #1028, 1025, 1014, 1027, 1026, 1055 and 1054.

#1028 Ability to communicate effectively under difficult conditions that may be present in one'w work area.

#1025 Ability to identify the facts necessary to include in reports about emergency situations.

#1014 Attitude that vital information must be sought during emergency situations and retained for later reporting.

#1027 Ability to communicate critical details clearly, rapidly, and forcefully in emergency situations.

#1026 Belief that clear, rapid, and forecful communication in emergency situations can minimize human and property damage.

#1055 Ability to work effectively and pleasantly with others while under adverse physical conditions or conditions of tension and stress.

#1054 Ability to work effectively and pleasantly with others while under threat of danger to one's self and/or others.

LAP #9 to include Competency Statements #1051 and 1050.

#1051 Ability to work harmoniously with others toward the shared goals of the tourism related industries.

#1050 Skill in adopting and practicing an attitude of service without assuming a subservient role.

LAP #8 to include Competency Statement #1103.

#1103 Belief that the sales techniques which assume that the sale will be made is an excellent one, especially for the selling of intangibles, such as travel.

HUMAN RELATIONS (as given to Florida by IDECC)

Note: These competencies are currently in the IDECC system. So using your "Curriculum Organizer" you can identify and read what is currently written. Also refer to the NEW Human Relations materials for format and style of writing. This is our writing guide. Remember the HR LAPs we will be writing are general in nature, NOT specific to any job area but usable for all jobs in all business areas.

The following two LAPs fall within the Major Topic area of Personal Development:

LAP #1 Title: (all LAPs from IDECC have already been assigned a title. This helps us in competency interpretation, objective writing, etc.)

Accepting Management Policy
325 (HR:LAP 044)

LAP #2 Avoiding Misrepresentation
289 (HR:LAP 024)

The following four LAPs fall within the Major Topic area of Professional Development.

LAP #3 Professional Organizations
663 (MN:LAP 018)
334 (HR:LAP 018)

LAP #4 Trade Associations
148 (CO:LAP 043)

LAP #5 Community Participation
329 (HR:LAP 032)

LAP #6 Dealer Meetings (Upper Level)
170 (CO:LAP 050)

The following LAP falls within the Major Topic area of Customer Contact.

LAP #7 Effective Communications
161 (CO:LAP 033)
127 (CO:LAP 016)

APPENDIX D

FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA 33431
(305) 395-5100

COLLEGE OF EDUCATION
Department of Adult, Secondary, and Higher Education

LAP DEVELOPMENT WORKSHOP
AGENDA - 1982

January 25, 1982 - 1:00 P.M. - 5:00 P.M.

Welcome and Introductions

Current LAP Format
- Major Components and Criteria

Competency Statements
- Human Relations
- Travel and Tourism

Writing Assignments
- Competency Statements

Interpretation of Competency Clusters
- Editing a LAP - (1980 model)
- Development of Clusters (CMS)
- Preliminary Analysis
- Review of Literature
- Instructional Objectives
- Content Outlines
- Resource Persons
- Reference/Resource lists
- Permission to Reprint

Analyze Sample LAP

Analyze Your Competency Cluster

Group Discussions

Travel Reimbursement Forms and Directions

January 26, 1982 - 8:30 A.M. - 12:00 Noon

Analyze Your Competency Cluster

Instructional Objectives

Content Materials

Application Exercises

Evaluation Materials

Group Discussions

Follow-Through -- Time tables, visitations, assistance, wrap-up -- Travel, Materials, Supplies, Samples.

FAU Fort Lauderdale Center
1515 West Commercial Blvd.
Fort Lauderdale, Florida 33309
(305) 776-1241

FAU West Palm Beach Center
2101 45th Street
West Palm Beach, Florida 33407
(305) 848-1429

FAU Belle Glade Extension
1185 South Main Street
Belle Glade, Florida 33430
(305) 996-3055

FAU Fort Pierce Extension
3209 Virginia Avenue
Fort Pierce, Florida 33450
(305) 464-2000

APPENDIX E

1982 - LAP DEVELOPMENT PROCESSES

The purpose of this paper is to detail LAP development processes. By examining each of the four (4) major processes in LAP writing, the writer will obtain a skeletal framework of the current state of the art in IDECC'S LAP writing processes. The four (4) major processes may be taken in sequence or arranged in any order the writer wishes. Whatever way you use, be consistent and be turned on about the writing.

MAJOR WRITING PROCESSES

1.0 Interpret Competency Cluster
2.0 Develop Content Materials
3.0 Develop Application Exercises
4.0 Develop Evaluation Materials

OUTLINE FORMAT FOR LAP WRITING

1.0 INTERPRET COMPETENCY CLUSTER

Purpose: for the development of behavioral objectives, content outlines, and resources.

1.0 Identify LAP title and competency cluster.
1.2 Conduct preliminary analysis to determine primary focus of LAP.
1.3 Conduct thorough review of literature.
1.4 Design tentative instructional objectives.
1.5 Develop tentative content outlines for student information sheets.
1.6 Review tentative objectives and content outlines with resource person(s).
1.7 Prepare list of reference materials and/or recommended readings in outside resources.
1.8 Review instructional objectives, content outlines, and reference/resource list with Florida's LAP writing consultant (send a xerox copy/call/ask for a visit). Proceed with writing, don't stop while waiting for a reply from consultant.
1.9 Revise as necessary. How does your work compare with the new HR LAP's?
1.10 Send inquiries to publishers regarding desired reprint permission. Very important (use enclosed forms).

Read expanded explanations of this section following outline.

2.0 DEVELOP CONTENT MATERIALS

Purpose: to focus upon the content development of information sheets, (student's, teacher's) glossary of key terms and transparencies. At the same time you are developing the content, envision the application exercises and the review questions which will go along with each specific topic that is presented.

2.0 DEVELOP CONTENT MATERIALS - cont'd.

2.1 Write first drafts of student information sheets.
2.2 Write first drafts of content notes with accompanying transparency masters/handouts for group presentation.
2.3 Prepare glossary of key terms.
2.4 Review draft materials with your resource person(s).
2.5 Review draft materials with Florida's LAP writing consultant (see 1.8 for action methods). Don't stop. Continue writing.
2.6 Revise as necessary. How does your work compare with the new HR LAP's?

Read expanded explanations of this section following outline.

3.0 DEVELOP APPLICATION EXERCISES

Purpose: reinforement exercises are needed for students as they progress through LAP's for personal self-esteem feelings of accomplishment.

3.1 Develop review questions to accompany student information sheets.
3.2 Develop appropriate application exercises (and answer guides where needed) to accompany student information sheets. (Primary Activities).
3.3 Develop appropriate application exercises (and answer guides) to accompany recommended readings in student section. (Alternate Activities).
3.4 Develop appropriate application exercises (and answer guides) to accompany primary activities in teacher section.
3.5 Develop appropriate alternate learning activities for teacher section.
3.6 Review draft materials - Consult with Florida's LAP writing consultant if necessary.
3.7 Revise as necessary. How does your work compare with the new HR LAP's?

Read expanded explanations of this section following outline.

4.0 DEVELOP EVALUATION MATERIALS

Purpose: the development of tests and descriptive keys.

4.1 Develop practice test for student section.
4.2 Prepare descriptive key for practice test.
4.3 Develop posttest for teacher section.
4.4 Prepare descriptive key for posttest.
4.5 Recommend minimum criterion level(s).
4.6 Review draft materials. Consult with Florida's LAP writing consultant if necessary.
4.7 Revise as necessary. How does your work compare with the new HR LAP's?

Read expanded explanations of this section following outline.

APPENDIX F

1982 - CHECK POINTS
IN
WRITING IDECC LAP's

The following LAP development processes identify check points a LAP writer must utilize in order to evaluate his/her work. These four (4) developmental steps may be taken in sequence or arranged in any order the writer wishes. However, using these LAP developmental check points in the given order will insure a logical thought process for LAP development that is acceptable to IDECC. The steps are: Competency Interpretation, Content Development, Reinforcement (application exercises) and Evaluation Instruments. The following explains these four (4) writing processes.

1.0 Competency Interpretation - for the development of behavioral objectives, content outlines, and resources.

1. Given from IDECC:

LAP - Unit identity
- Major Topic
- Competency Statement(s)
- Sub-Topic (for revision of LAP's only such as the HR LAP's we are writing. (We develop the sub-topics for Tourism.)

2. Develop Behavioral Objective(s):

- amplified objective development
  a. State behavioral objective
  b. Develop a content outline

Steps a & b give an interpretation of the competency(ies). The following is a suggested comprehensive five (5) step process to construct behavioral objectives adapted from: H. M. Harmes, "Behavioral Analysis of Learning Objectives," Harmes and Associates, West Palm Beach, Florida 33406, 1969.

Overview

Steps: 1. After reading the competency(ies) compose a statement(s) of what you want your students to learn. Make the statement(s) specific but non-behavioral. Write it(them) down. Take into consideration the given Unit, Major Topic, and when available, the sub-topic. This step can identify Key Topics for the LAP.

2. Select a behavioral verb(s) within the behavioral domain and level (verbs supplied in writer's information packet) each statement from Step #1 above. Write a statement(s) that will require performance which is at a level you desire students to achieve (anticipate when the students have learned.) In most cases, several of the identified verbs could be used. You may want to develop more than one statement, as suggested above, for each of the statements written in #1 above (attempt to use a different verb in each.)

3. For each statement, set up conditions that meet the limits of the definition of the verb. Write a description of these conditions into each statement.

4. Establish performance standards for each objective, allowing for a degree of possible student error that will not detract from your conclusion that he/she has learned the objective.

5. For each behavioral expressed objective (from #1 thru #4 above) write the verb and the unique condition or situation in which the student will demonstrate the performance. This is a collapsing process over steps #1 thru #4 above. The criterion level or extent of minimum proficiency required of the learner written into the objective in step #4 above is now left out. A suggested criterion level should appear in the test keys. You cannot write a single simple objective without first doing steps #1 thru #4 above. The final objective is a simple single objective. The objectives written from the competency(ies) should be listed in hierarchial order beginning with the lowest level of learning in each domain when appropriate. The reason for several objectives being written for the competency(ies) is that a sufficient number of objective statements be made available so that the competency(ies) will be achieved.

6. For each stated behaviorally-expressed objective (from step #5 above) develop an instructional content outline. This step leads into writing processes #2 below following a detailed breakout of these steps.

You have now developed an amplified objective and interpreted the competency(ies).

To illustrate the process: (a repeat of the above steps with an example). Note: These steps are expanded processes and not until step #5 do the steps address IDECC's objective requirements of beginning with a verb.

1. State in specific non-behavioral terms what the students are to learn.

Given from IDECC:

Unit of instruction - Human Relations
Major Topic - Personality Development
Sub-Topic - Human Relations: Why, Why, How
Competency Statements:
#1 Understand the importance of human relations in business (HR:(310)
#2 Understand that, next to job performance, human relations is an employee(s) greatest responsibility (HR:(309)

-30-

Possible Statements:

What are the students to learn?

1. The significance of human relations
2. The benefits of effective human relations
3. The various ways an employee improves his/her human relation skills with others
4. I want my students to learn how to improve their human relations skills, and benefits from these learned skills, and the significance of human relations in the job situation.

Note: One method in developing these statements is to think of key topic statements. Examples of possible key topics might be:

1. Significance of human relations
2. Benefits of effective human relations
3. Improving your human relations skills

2. Develop statements with behavioral verbs. Another way of saying this is: select a behavioral verb from the domain identified and level specified (cognitive, affective, and psychomotor) which requires complex behavior and write it into the various statements written in Step #1 above.

Possible Statements:

1. (The student will)*Define human relations
2. (The student will)*Describe the benefits derived from positive human relations job situations
3. (The student will)*Describe ways an employee improves his/her human relations skills with others
4. (The student will be able to)*Demonstrate how improved human relations skills create benefits for employees and improves their relations with others

* The brackets indicate words dropped in step 5 which are used here to help you in developing objectives.

3. Add defined conditions to the statements with behavioral verbs:

Possible Statements:

1. Given the term human relations either orally or in writing, (the student will) define human relations.
2. In response to a request to do so, (the student will) describe the benefits derived from positive human relation job situations.
3. Given a case study, (the student will) describe the ways an employee improves his/her human relations skills with others.
4. In a role playing situation, (the student will) demonstrate how improved human relations skills create benefits for themselves and improves relations with others.

4. Add performance standards and you will have behavioral objectives:

   Possible Objectives:

   1. Given the term human relations either orgally or in writing (the student will) define human relations. The definition will include the student's own concepts of the terms, structural relationships, and casual relationships by comparing and contrasting human relations characteristics.

   2. In response to a request to do so, (the student will) describe the benefits derived from positive human relations job situations. A response will be considered correct if it contains a minimum of five (5) benefits of getting along with others at work.

   3. Given a case study (the student will) describe the ways an employee improves his/her human relations skills with others. The student's response, after reading the case study, will be considered correct if it identifies at least seven (7) techniques which could have been used for improving relationships in the case study.

   4. In a role playing situation, (the student will) demonstrate how improved human relations skills create benefits for you and improves your relations with others. With one pre-coached student, the student's role playing will be considered correct if he/she can identify and respond to seven (7) different negative situations involving relationships with others on the job.

From this step you could, if you so choose, develop pre and post-test items.

5. Compose less complex objectives which lead to performance of the complex objective(s) and the competency(ies).

   Possible simplified objective(s):

   1. Define human relations
   2. Describe the benefits to be derived from practicing human relations skills
   3. Describe specific ways of improving one's relationships with others.

Notes

1. Step 5 is IDECC's approved behavioral objective(s). This is what you use!

2. See HR LAP #1. This LAP was used throughout the above example. You may or may not word your objectives as done above, but, none the less, it is the thought process that is important using the sequential steps as given which ties together the competency(ies), objective(s), test items, information sheets (student and teacher copy) and application exercises.

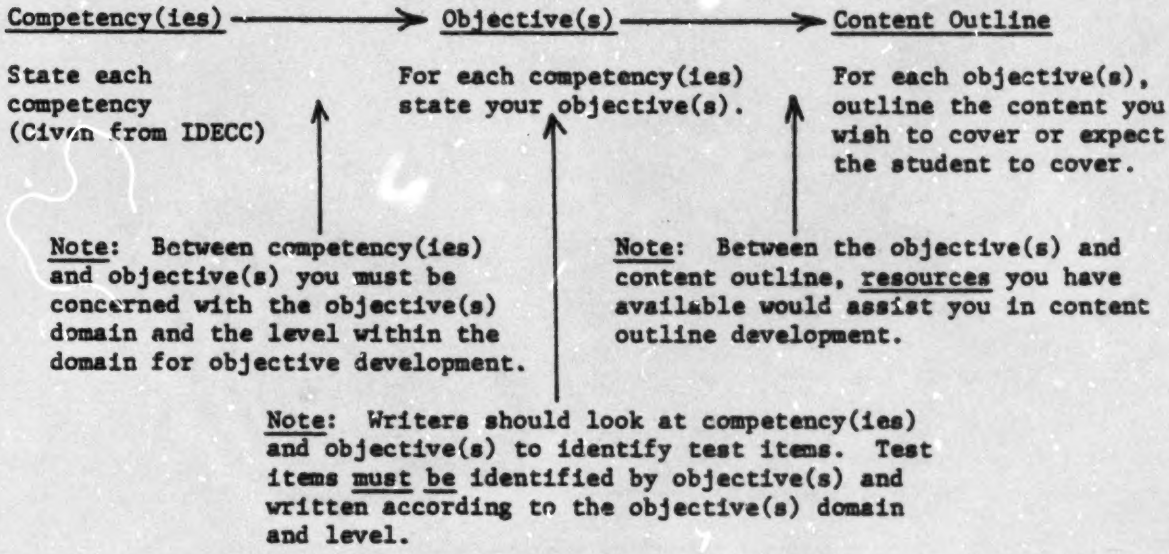
Remember the suggested criterion level is not included in the simplified objective. It is stated in the Teacher's Answer Key for both the pre and post-test sections. The conditions part of the objective is assumed. Example: Given a pencil and paper type condition or role playing type condition. See the following IDECC writer's guide handouts or FAU's Guide to LAP Writing:

a. Guidelines For Writing Objectives
b. Objectives

Leveling the Affective Domain
Leveling the Cognitive Domain
Leveling the Psychomotor Domain

The competencies are grouped together (clustered) based on the fact that they can be developed by a set of behavioral objectives.

The following diagram, (if you fill in for your LAP writing) will assist you in developing an amplified behavioral objective:


Competency(ies)
Objective(s)
Content Outline
State each competency (Given from IDECC)
For each competency(ies) state your objective(s).
For each objective(s), outline the content you wish to cover or expect the student to cover.
Note: Between competency(ies) and objective(s) you must be concerned with the objective(s) domain and the level within the domain for objective development.
Note: Between the objective(s) and content outline, resources you have available would assist you in content outline development.
Note: Writers should look at competency(ies) and objective(s) to identify test items. Test items must be identified by objective(s) and written according to the objective(s) domain and level.

Using the content outline, you should write the student's information sheets, (also teacher's) and identify the type of application exercises to be used (see Step II below). Remember the entire student LAP section is to be no more than twenty-four (24) typed pages (See FAU's Writer's Guide for Student LAP content or use a current IDECC Human Relations LAP parts and sections -- this is recommended). Each information (area) should not be over three (3) pages in length. One (1) page information sheets are preferred if possible. Keep the LAP simple and concise or you may find yourself out of the ball park and may have to re-write it.

After you have checked your writing through major process #1 above, proceed to write major process #II. If the material explaining process #I is confusing, go back to process #1's ten step outline and work from that.

2.0 Content Development - Here we focus upon the development of information sheets (student's, teacher's), and transparencies. At the same time you are developing the content, envision the application exercises and the review questions which will go along with each specific topic that is presented.

Content development is for each of the following:

a. The student's self-contained information sheet
b. The student's alternate activity
c. The teacher's self-contained group activity
d. The teacher's alternate group/small group activity
e. Application Exercise content for each information sheet (see Step 3.0 below)
f. The Key Topics for the LAP

To assist you in conceptualizing Content Development, you should work from the rough Content Outline you already developed in the steps above or are now working on. The Content Outline (step 6 above) could look like this:

(Individual Learning Activity Student-Teacher Group both self-contained). The first individual activity in the Student Section and the first group activity in the Teacher Section must be self-contained.) (See HR LAP #1)

Information Sheet Outline

Student

Topic: Human Relations - Why, Why, How?

Outline:

1. What?
   a. Significant Relationships - ways people form
   b. Effective relationships
   c. Ineffective relationships
   d. Structured relationships
   e. Casual relationships
2. Why?
   a. Interaction between people
   b. % people lose jobs (85%)
   c. Benefits of Effective Human Relations

Teacher (Group)

Topic: Human Relations - Why, Why, How?

Outline:

1. What?
   a. Significant Relationships - ways people form
   b. Effective relationships
   c. Ineffective relationships
   d. Structured relationships
   e. Casual relationships
2. Why?
   a. Interaction between people
   b. % people lose jobs (85%)
   c. Benefits of Effective Human Relations

3. How? a. To improve your relationships b. Human relations skills to practice: 1. Determination 2. Attitude 3. Practice	3. How? a. To improve your relationships b. Human relations skills to practice: 1. Determination 2. Attitude 3. Practice
Student	Teacher
Possible application exercise to use:	
1. Scrambled word exercise	1. Use a Word Search (transparency or handout)
Possible review questions to use:	
1. Keep the following questions in mind as you read information sheet. a. Meaning b. Importance of H.R. c. Types of relationships d. Benefits of H.R. e. Improvement of your H.R. skills f. Steps for improvement	1. Oral evaluation through word search - ask questions as in student section

Resources to use with LAP by objective:

Objective A -- 1. Psychology, Human Relations and Motivation. Laird; Laird; Fruehling; Swift, Gregg Division, McGraw-Hill Book Co., 5th edidtion, 1975.

Objective B -- etc.

Continue listing resources to use. Separate resources as follows: Student-alternate individual, and Teacher alternate group.

The "Key Topics" for the LAP can be found within the Content Outline, such as:

Significance of Human Relations

Benefits of Effective Human Relations

Improving Your Own Skills

Throughout this step of LAP development, refer often to the HR LAP's from IDECC. By now, you should be able to see the intertwining of all parts of a LAP.

For each information sheet (individual and group) the content development process is:

1. Fill in the content outline
2. Develop teacher notes
3. Develop teacher transparencies (12 maximum)
4. Develop application exercises
5. Place objectives within the information sheets
6. Develop review questions
7. Develop a review process for those students who did not develop the skill the first time through

Again, read through several new HR LAP's and follow this format. Now repeat the above process for the student's alternate individual learning activities. The alternate activity may or may not be self-contained. Outside references, if used, must not be over five (5) years old (when available). An application exercise is necessary for the alternate activity.

The student's process through learning activities is in three (3) steps. First the student reads the information sheet, and (2) answers questions posed to him/her from this information sheet. If answers are acceptable, then, (3) the student applies this information/knowledge/skill to a practical situation or exercise.

Content Development focuses upon your writing ability. If you feel insecure with your writing skills, have someone help you who has writing experience.

Teacher copy portion of the LAP:

1. The Group Learning Activities portion is a direct duplicate of the student's individual self-contained activity. There must be a 1 to 1 match-up. What the student reads in the information sheets must be in the teacher's group learning activity. This means word for word. Read the new HR LAP's for examples. Usually transparencies the teacher uses for the group activity are copies of the student's self-contained information sheets in highlight form (outline form) using major headings from the information sheet(s). Make no more than 12 transparencies.

2. The Alternate Group Learning activities for objective(s) does not have to be self-contained but it can be and is preferred. A substantial group activity must be developed. Avoid field interviews - NOT acceptable. Read new HR LAP's for examples and format.

The Teacher's Section (copy) of the LAP cannot be over forty-five (45) typed pages, including transparencies, tests with answer keys, and activity content.

After you have checked your writing for step II, proceed to Step III.

3.0 Reinforcement (application exercise(s) - Here we focus upon the need to establish reinforcement exercises and the format to be used. The application exercise(s) for all learning activities (individual and group) MUST be substantial. At least a one-page work sheet is needed. For the individual student activity, the application exercise must be in school work (not field interviews, surveys, etc.) This applies to all application exercises - student individual and alternate, and teacher's group and alternate (with few exceptions acceptable). The application exercise must follow the various learning activities. Again, read the new HR LAP's as a guide. Technically, all parts of the new LAP format are within these HR LAP's. After you have checked your writing through Step 3.0, as outlined above, proceed to Step 4.0.

4.0 Evaluation Instruments - Involved here is the development of tests and descriptive keys.

1. Test items must relate to specific objectives and must be so labelled.
2. Three (3) test items per objective must be written.
3. One hundred (100 points or %) must exist for a test.
4. No True and False questions.
5. Short answers or completion questions preferred on Pre-Test.
6. Post-test questions are to be multiple choice only. Possible exception to this is when testing a skill area.
7. Post-test must contain at least twenty (20) questions which are multiple choice, with four (4) alternatives for each question and three (3) questions per objective minimum.
8. A descriptive test key for pre and post-tests which gives a rationale is required. This makes both the pre and post-test learning tools.
9. Estimate the criterion level for each test.
10. Teacher copy has pre-test questions, answers and descriptions, and the complete post-test questions, answer key and descriptions.
11. Read Handouts for types of tests and writing criteria (FAU's and IDECC's).

Having completed Step 4.0, your finished LAP should have a format as in the new HR LAP's.

APPENDIX G

1982 - BASIC LAP COMPONENTS/ORGANIZATION

Student Section

1. Behavioral Objectives

2. Primary Learning Activities (Individual)

   A. Information Sheets

   B. Review Questions

   C. Application Exercises/Answer Guides

3. Alternate Learning Activities (Individual)

   A. Recommended readings in outside resources

   B. Application Exercises/Answer Guides

4. Glossary of Terms

5. Practice Test

Teacher Section

1. Behavioral Objectives

2. Primary Learning Activities (Group)

   A. Content Notes for Group Presentation

   B. Transparency Masters/Handouts

   C. Application Exercises and Answer Guides

3. Alternate Learning Activities (Group) and Answer Guide

4. Posttest

5. Descriptive Key for Practice Test

6. Descriptive Key for Posttest

APPENDIX H

FLORIDA'S 1982 LAP WRITING
OBJECTIVE EVALUATION

(Include one for each objective)

COMPETENCY(IES): (Use "Competency and Objective" form enclosed)

OBJECTIVE: (Circle One) A B C D E F G

	(Circle One)	
1. The objective is consistent with the competency(ies) to be developed in the LAP.	YES	NO
2. The objective is clear.	YES	NO
3. The objective is measurable.	YES	NO

Additional comments:_____

_____

_____

_____

_____

BEST COPY AVAILABLE

THE CENTER FOR STUDIES IN VOCATIONAL EDUCATION
Florida State University
2003 Apalachee Parkway
Tallahassee, Florida 32306
(904) 644-2440

APPENDIX H

December 10, 1981

Mr. Raymond G. Dunne
Superintendent of Schools
Volusia County
Post Office Box 2118
DeLand, FL 32720

Dear Mr. Dunne:

The Division of Vocational Education of the Florida Department of Education has funded a project at Florida Atlantic University for the development of materials for Recreation and Tourism. The purpose of the project is to develop learning activity packages for jobs in the recreation and tourism industry.

In order to achieve the goals of the project, ten teachers in the state are being asked to write materials using the Interstate Distributive Education Curriculum Consortium (IDECC) system. It would be helpful if [redacted] of New Smyrna Beach Senior High School, could serve as one of these writers. If you approve, this would require that she attend two meetings of two days each in Boca Raton at Florida Atlantic University during the year. The first meeting will be held in January of 1982. The second meeting is, as yet, unscheduled. State per diem and reimbursement for travel and substitute teacher expenses have been authorized. After the January meeting, teachers will be continuing development, for a short period, on their own time. All paperwork, including substitute teacher forms, will be handled by the following person:

Dr. Ervin Emery
Distributive Education
College of Education
Florida Atlantic University
Boca Raton, FL 33431

The expertise and advice that Ms. Parks can offer to the project are greatly needed to ensure that good materials are written for the Recreation and Tourism program. If you have any questions about the project, please call Dr. Emery at 305/395-3492. If Ms. Parks' service on the instructional materials project meets with your approval, please sign the attached form and return it to me in the enclosed post-paid envelope. We appreciate your cooperation and look forward to having the opportunity to work with Ms. Parks.

Sincerely,

Betty Bogusch

Betty Bogusch
Research Associate

BB:blw

cc: Dr. Ervin Emery ✓
Mr. William E. Hall

December, 1981

Ms. Melanie Parks' service on the instructional materials development project for Recreation and Tourism meets with my approval.

Superintendent
Volusia County Schools

FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA 33431
(305) 395-5100

COLLEGE OF EDUCATION
Department of Adult, Secondary, and Higher Education

November 12, 1981

MEMORANDUM

To:

From: Dr. Leroy M. Buckner, Project Director
Dr. Ervin Emery, Project Coordinator

Re: 1982 IDECC Tourism and Human Relations LAP Writing

As you know, over the past three to four years Florida has written IDECC Learning Activity Packages. You have been a part of this past effort with your writing of LAPs for IDECC. This contribution and personal sacrifice is appreciated. In fact, soon the National Family in Marketing and Distributive Education will have this material for classroom use. Your efforts have made this possible. So feel good about this.

To complete the Tourism related specialized areas, three (3) LAPs remain for Florida to develop and write. IDECC has asked us to finish this work. In addition, because of Florida's prior LAP writing efforts, IDECC has asked us to assist in writing several of the Human Relations LAPs. We are extending to you an invitation to participate in the writing of the remaining three (3) Tourism LAPs and the seven (7) Human Relation LAPs.

The mechanics of the workshop will be basically the same as last year. The honorarium is set at $200. Travel and per diem expenses will be paid according to State guidelines. Substitute teacher money is fixed at $50. per day. The workshop will be held over two days. However, as a proven LAP writer, only one day of your time would be required. The additional day will be for new writers orientation and, if you desire, you may remain for the second day also.

Please complete the following form expressing your commitment to this work. The week of December 7 thru 11, 1981, has been set aside for a two (2) day LAP writing workshop. Indicate the two (2) days, even though you will probably be here for one (1) day, you would be available to attend this workshop. The workshop location will be at Florida Atlantic University. The starting time will be 1:00 P.M. on the first selected day with the carry-over day workshop ending at twelve (12) noon.

And, thanks again for your contribution to our profession.

NAME:_____ PHONE #_____

ADDRESS:_____

I am interested in participating. YES_____ NO_____

Workshop Dates: (Select one 2-day combination) Week of December 7 thru 11, 1981

Monday 12/7_____ Tuesday 12/8_____ Wed.12/9_____ Thurs.12/10_____ Fri.12/11_____

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FAU Belle Glade Extension
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APPENDIX J

FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA 33431
(305) 395-5100

COLLEGE OF EDUCATION
Department of Adult, Secondary, and Higher Education

January 6, 1982

MEMORANDUM

To: 1982 IDECC LAP Writers

From: Dr. Leroy M. Buckner, Project Director
Dr. Ervin A. Emery, Jr., Project Coordinator

Subject: Motel Room Accomodations, Dates and Time of IDECC LAP Writing Meeting

Happy New Year! We will be meeting Monday and Tuesday, January 25-26, 1982, starting at 1:00 P.M. Monday to 5:00 P.M. and returning on Tuesday at 9:00 A.M., finishing around noon time.

Per diem at the rate of $50. per 24 hour period will start Monday, due to an afternoon starting time. Those of you who are in the Clearwater-Tampa area, we need to know if you are flying in, to what airport (Palm Beach/Ft. Lauderdale) and the flight number and time.We will pick you up at the airport and return you to the airport. If you are driving, please keep your toll receipts for reimbursement.

University Inn, a Best Western Motel, on U.S. 1, Boca Raton, Florida 33432, is the motel we have had rooms set aside for your Monday night's lodging. The phone number is (305) 395-5225 for you to call to guarantee the room (use your Master Charge or VISA card.) Identify yourself as being a part of Florida Atlantic University's Curriculum Writing Group. The rates are $35.00 single, $45.00 double, which are greatly reduced for FAU.

The meetings at FAU will be held in Room 190, Ed. #2 Bldg. (see FAU map enclosed.) Put the guest parking sticker on your car, use Lot P 10, walk to Building 22 on the map.

We are looking forward to working with you.

eae:rp
enc.
cc: Dr. Betty Bogusch
Mr. John Frazier

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APPENDIX J

LAP WRITING NOTES

Effective January 28, 1982

I. Multiple choice test questions on the post-test

A. Affective Domaine (attitude areas) ONLY.

1. You may not in every case be able to develop multiple choice test items that will fully test the stated objective(s). IDECC accepts this if what is aviable is congruent with the objective.

2. You may use within this domaine (affective) other types of test items to FULLY DEVELOP the objective, but no True and Falso questions. Again congruency must be obtained between the test items and the objective.

Interpretation of this new development

You have two choices for test item development, multiple choice items that possibly will not fully develop the objective OR other types of test processes that will fully develop the objective. Examples of the latter would be a check-off list, case study or matching. This should relieve those of you writing a LAP who have attitude competency(ies) statement(s). Congruency of test items with objectives is a must whichever way you choose.

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COLLEGE OF EDUCATION
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February 1, 1982

MEMORANDUM

To: 1982 IDECC LAP Writers

From: Dr. Leroy M. Buckner, Project Director
Dr. Ervin A. Emery, Jr., Project Coordinator

Subject: Follow-Up-Follow-Through on January's 1982 LAP Writing Meeting

A big THANKS to each of you for your participation in the January 25-26, 1982 LAP writing meeting. Your acceptance of a LAP writing assignment will allow IDECC to complete Florida's Tourist Related Occupations material and the re-write of Human Relations LAP's.

Enclosed you will find the names and phone numbers of all participants who attended the meeting. Communication between each other, as you write your LAP, could assist you in your LAP development.

Dr. Emery will be in Clearwater, Florida, at the Clearwater Campus of St. Petersburg's Junior College on February 24, 25 and 26, 1982. Contact him thru Ms. Mary Tranquillo's office (813) 799-0681 for an evening meeting if you want one.

Starting the week of February 15-19, 1982, Dr. Emery will be in contact with you about your LAP writing progress and every two weeks (about) thereafter.

Thank you again for commiting your time to this project.

eae:rp
cc: Administrator of each participant

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1982 IDECC LAP WRITING PARTICIPANTS' NAMES

Name and Address	Office Phone Number	Florida's LAP Number and Title
Ms. Karen Leonard (Project Consultant) Mktg./Fashion Mer. Cape Coral High School 2300 Santa Barbara Blvd. Cape Coral, Fla. 33804	(813) 574-6766	#10-Emergency Situations In Tourism Related Occupations #6 -Dealer Meetings (upper level)
Ms. Melanie J. Parks Diversified Cooperative Training New Smyrna Beach Sr. High School Quay Assisi and Brento Blvd. New Smyrna Beach, Fla. 32069	(904) 427-4155 Ext. 59	#4 -Trade Associations
Mr. Paul Ricker Broward Community College 1000 Coconut Creek Blvd. Pompano Beach, Fla. 33063	(305) 973-2223	#8 -Assumed Sales Techniques In Tourism Related Occupations
Mrs. Leona A. Kittle Oak Ridge High School 6000 Winegard Road Orlando, Fla. 32809	(305) 855-2911	#2 -Avoiding Misrepresentati
Ms. Mary Tranquillo Instructor-Fashion Marketing St. Petersburg Jr.College-Clearwater Campus 2465 Drew Street Clearwater, Fla. 33515	(813) 799-0681	#7 -Effective Communications
Mr. Michael Pizycki Valencia Community College 1800 So. Kirkman - P.O.Box 3028 Orlando, Fla. 32802	(305) 299-5000	#9 -Harmoniously Working With Others In Tourism Related Occupations
Mr. Robert Moccia Hillsborough High School-D.E.C.A. 4702 Central Avenue Tampa, Fla. 33603	(813) 238-9771 Ext. 256	#1 -Accepting Management Policy
Mr. Walter Wisnicky 912 Tumblin Kling Ft. Pierce, Fla. 33450	Home Phone Only (305) 466-3514	#3 -Professional Organizations
Dr. Gerald E. Patterson Associate Professor University of South Florida 4202 Fowler Avenue Tampa, Fla. 33620	(813) 974-2100 SC 574-2100	#5 -Community Participation
Mrs. Betty Bogusch Research Associate Center for Studies in Vocational Ed. Florida State University 2003 Apalachee Parkway Tallahassee, Fla. 32306	(904) 644-2446 (904) 644-2449 SC 284-2446	Research Associate

Dr. Leroy M. Buckner Professor Florida Atlantic University College of Education Boca Raton, Fla. 33431	(305) 393-3492-3 SC 463-3492	Project Director
Dr. Ervin A. Emery, Jr. Consultant to Marketing and Distributive Education Florida Atlantic University College of Education Boca Raton, Fla. 33431	(305) 393-3492-3 SC 463-3492	Project Coordinator

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COLLEGE OF EDUCATION
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March 2, 1982

MEMORANDUM

To: 1982 IDECC LAP Writers

From: Dr. Leroy M. Buckner, Project Director, and LMB
Dr. Ervin A. Emery, Jr., Project Coordinator E.A.E. Jr.

Subject: Ethnic names to use in LAP writing and general information

Mrs. Betty Bogusch has sent you lists of ethnic names for you to use in writing your LAP. These lists are enclosed. Some of the names are really ridiculous; some are misspelled according to common usage; but all are real names. Enjoy!

If you have not sent your objectives for your LAP, please do so now. This is for the purpose of obtaining a consensus that the objectives for your LAP are congruent with the LAP's competency(ies).

FAU will be closed the week of March 8 thru 12, 1982. This office also will be closed this week. Dr. Emery will call you the week of March 15, 1982, to assist you with concerns you may have in writing the LAP.

lmb:rp
enc.

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COLLEGE OF EDUCATION
Department of Adult, Secondary, and Higher Education

March 18, 1982

MEMORANDUM

To: 1982 LAP Writers

From; Dr. Leroy M. Buckner, Project Director, and
Dr. Ervin A. Emery, Jr., Project Coordinator

Subject: LAP Objective Review and LAP Acknowledgements

GOOD NEWS! IDECC is now acknowledging LAP writers within the published LAP. From now on, writers of LAP's will be recognized authors. (See enclosed sample). This will look good on your "Personal Data Sheet." Nationwide acknowledgment of your efforts--so let's go!

Along with this good news, many of you will receive from us a critique on your objective statements. This critique is a composit of comments from IDECC, Mrs. Betty Bogusch, Ms. Karen Leonard and Dr. Emery. The purpose is to help each writer interpret the competency(ies) through objectives for activity writing. Those of you who do not receive your objective critique this time should have this information within the next couple of weeks.

enc.
lmb/ese:xp
cc: Mr. John Frazier
Dr. James Gleason

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COLLEGE OF EDUCATION
Department of Adult, Secondary, and Higher Education
393-3592

Marketing Education
393-3492-3

April 20, 1982

MEMORANDUM

To: 1982 LAP Writers

From: Dr. Leroy M. Buckner, Project Director - and
Dr. Ervin A. Emery, Jr., Project Coordinator

Subject: LAP Writing Due Date

Now is the due date for your finished LAP.

Several of you have turned in your LAP and this helps get an early start on the reviewing and typing processes.

If you haven't finished the LAP writing, please drop a note in the mail to Dr. Emery identifying what you have written and what is to be written. If you need help, now is the time to seek it out with Dr. Emery.

Call us and let's get together and get it done! (305) 393-3492-3.

eae:rp
cc: Mr. John Frazier

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